

Class Information		Instructor Information		First day of classes:	Wed., Sept. 7, 2016
Days:	Wed./Fri.	Instructor:	Peter Fenwick B.Sc., MBA	Last day to add/drop, or change to audit:	Sun., Sept. 18, 2016
Time:	2:30 – 3:45 p.m.	Email:	peter.fenwick@rogers. com	Last day to request revised exam:	Mon., Oct. 24, 2016
Room:	A2141	Phone:	403-919-4593	Last day to withdraw from course:	Mon., Nov. 14, 2016
Lab/ Tutorial:	N/A	Office:	TBD	Last day to apply for time extension for coursework:	Mon., Nov. 21, 2016
FINAL EXAM: Saturday, December 17 9:00 – 12:00 in room A2212		Office Hrs.:	W/F 1:30 – 2:20 or by appointment	Last day of classes:	Mon., Dec. 12, 2016

Textbook and Readings:

Texts are in the bookstore.

1) "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, et al. (US\$31.93 for 120 day option);

<https://www.vitalsource.com/products/effectual-entrepreneurship-stuart-read-v9781136866746>

2) "Understanding Social Entrepreneurship by Jill Kickul and Thomas Lyons (2nd ed.) (US\$31.48 for 120 day option);

<https://www.vitalsource.com/products/understanding-social-entrepreneurship-jill-kickul-v9781317444534>

3) "Business Model Generation" by Osterwalder et.al. (US\$22.99 non-expiring)

<https://www.vitalsource.com/products/business-model-generation-a-handbook-for-alexander-osterwalder-yves-v9780470901038>

Additional assigned readings

Various supplemental papers, videos, and events will be shared throughout the term; some are listed herein.

Course Description:

This course is a study of the nature and background of entrepreneurship and the process involved in new venture creation. This course also covers basics of particular type of transformative entrepreneurship – social entrepreneurship, its distinguishing characteristics and processes.

Entrepreneurship is highly ACTION oriented endeavour. Therefore, the course is highly practical in nature. Focus is on developing an entrepreneurial spirit through learning by doing. This involves learning-on-the-go and learning from trial-and-error accompanied by feedback. The course emphasizes application of design thinking principles and effectual logic characterized by ideation, experimentation, reflective and generative thinking, flexibility, co-creation and collaboration. As a result, the expectation is that students will start developing an entrepreneurial spirit and mindset - specifically "initiative, imagination, flexibility, creativity, a willingness to think conceptually, and the capacity to see change as an opportunity" (Bygrave, circa 1990).

Expected Learning Outcomes:

1. Understanding and applying core ideas, theories and models of new venture development (idea-to-venture process) – using both effectual & causal logics, as well as that of social entrepreneurship.
2. Develop skills and competencies for generating & presenting “elevator pitches” and in pitch competitions.
3. Develop skills and competencies for experimentation and creativity with the help of visualization and reflective techniques.
4. Understand and apply dual value creation and measurement frameworks for hybrid, social entrepreneurial organizations.
5. Develop skills and competencies for effective application of the “Business Model Canvass” tool.

Course Requirements and Evaluation:

Course grading and evaluation will be conducted according to the following:

- | | |
|---|-----|
| 1. Developing and presenting 90-second “elevator pitch” as part of the Lion’s Den Social Innovation Challenge at the Soul of the Next Economy Forum (individual or in pairs): | 10% |
| 2. Participation and attendance (professionalism, e.g. being present) | 15% |
| 3. Video interview with an entrepreneur | 15% |
| 4. Portfolio Journal of reflective, handwritten diary entries on your learning & development, and group work during the course, including from attending recommended events | 20% |
| 5. Team Business Pitch: Business model development and presentation for a social entrepreneurial Venture in our community (teams of four) | 20% |
| 6. Final exam | 20% |

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of all individual assignments.

Submission of Assignments:

All assignments (unless otherwise notified) are to be submitted via Moodle by the time indicated in the Weekly Reading and Assignment schedule. Late assignments will lose 10% per day late. Assignments will not be accepted more than 5 days late.

In the case of legitimate or approved absence, and at the instructor’s discretion, the assigned date may be rescheduled to a later date, or if this is not practically possible, the marks may be reallocated to other components of the course grade.

Course Assignments:

1. Lion’s Den 90-second Elevator Pitch competition (10%)

Purpose – to discover a social problem that speaks to you, brainstorm with peers on potential ways and means to address the opportunity, then compose and promote your idea in a pre-existing format in public competition. Students advancing to round two will be given the full 10%. For students not advancing, grading will be distributed based on relative placement in the completion.

Lion’s Den Social Innovation Challenge – Saturday, October 1 @ 1:30. Deliver your 90-second pitch to your peers, panel members and other Forum attendees. Enjoy the pitches of your fellow change makers. The top 8-10 finalists will be chosen based on People’s Choice and panel input.

<https://nexteconomyforum.com/wp-content/uploads/2015/01/Lions-Den-Social-Innovation-Challenge-overview.pdf>

Student teams are welcome to further develop their elevator pitch into their term assignment. If one of your 90 second pitch ideas at Lion’s Den makes it to the Den, Round Two, we can work together to accelerate this learning exercise so that you can chase real

cash; but you'll still be required to participate in the November class competition.

2. Class Participation and Attendance (15%)

A key component of your grade is based on quality of participation during class time. Students are expected to attend all classes, having prepared for class by having read any assigned readings ahead of time, completing exercises (if assigned) in advance of in-class discussions, and then actively participate in these discussions. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let the professor know so that this can be taken into account, as repeated absences from class will negatively impact a student's individual participation grade.

NOTE: There will be times when electronics are encouraged in class, and other times when all devices will be deposited in a basket at the beginning of class, for the duration of the class. You will always have your journal.

Grading Rubric – Class Participation/Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Attendance (50%) (Excludes certain excused absences such as Ambrose athletic teams practices and out-of-town games)	Misses no more than two classes (100%)	Misses three classes (80%).	Misses four classes (60%)	Misses five classes (40%); misses six classes (20%); misses seven or more classes (0%)
Group Discussions and Contribution Quality (50%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

3. Interview with an Entrepreneur (15%)

Purpose: For students to interact directly with an Alberta entrepreneur, to learn about the entrepreneur's business and life experiences, generally, and to seek perspective from the entrepreneur on a specific subject covered in class. For example, venture financing and raising capital, or customer development.

Students should craft their own interview questions, based on a lecture topic they find appealing. Basic questions will be provided, but only account for up to 25% of the questions; the rest will be up to the student to create. Subjects could be based on a topic that is covered after the assignment is due.

Grading rubric will be co-designed with the class during the second week of class. Field events are meant to provide students with the opportunity to meet potential interviewees.

4. Portfolio Journal – insights and reflections diary (20%)

Purpose: In your first year, a required reading was [Why Business Matters to God](#). This book may have been helpful in your consideration of business as a profession. The purpose of this class is to encourage a specific form of business activity: starting new things (companies) that can make a difference (social impact) in the world. The purpose of being graded on keeping a journal is to motivate the student to consider what has just been learned in the context of their life experiences, their current reality, and their unfolding career, while also reflecting on what it means to them to be a Christian at the same time.

It's best that entries are made within 24 hours of a class or an event so that thoughts are fresh. If the student chooses to re-read their entries and write supplemental logs, that is encouraged.

If you've never kept a journal before, here are some reasonable sites on why and how to start:

<http://lifehacker.com/why-you-should-keep-a-journal-and-how-to-start-yours-1547057185>

<http://www.forbes.com/sites/brettsteenbarger/2015/07/10/two-powerful-reasons-to-keep-a-journal/print/>

A journal is required in class, every class, and should be kept with the student as a means of capturing your reflective insights throughout the term, including when you attend offsite events. The purpose of keeping this portfolio journal is not the same as keeping a notebook. Keeping a notebook is encouraged, as it's proven to increase retention of information up to 10%, but students should keep general notebooks separate from their journals.

Grading rubric will be co-designed with the class during the first week of class. There will need to be a combination of quantitative scoring and qualitative scoring. Quantitative measures will reflect a count and distribution of student's reflective thoughts captured from classes and from field events.

5. Team business pitch (20%)

Purpose: This is a fund raising exercise and the first capstone of what you've learned throughout the term.

Teams will apply what you've learned from class, readings, writing in your journal, and from being out and about in the Calgary business community to create then pitch a 10 minute social business venture idea. Pitches will be followed by 10 minutes of Q&A from anyone in the class (with at least one question from Professor).

Grading rubric will be finalized in class, with the class, however, in essence all teams will be given a specific amount of monopoly money at the beginning of the week and will be asked to make investments into at least one of the ideas, like an angel investor, Professor (and potentially other external judges) will also be given money to invest. Like an accredited angel investment club (e.g. http://www.shorelineventures.com/sv_process/) teams will be given a suggested scoring rubric to follow. Our rubric may be similar to that used at the recent #GHIA2016 event (total purse of over \$50,000).

Investments will be made at the end of the two days of competition. Teams cannot invest in their own ideas.

The most highly invested team will receive the highest grade, and based on the distribution of investments across the teams, a scale will be mapped to give out grades.

6. Final Exam (20%)

Purpose: Second capstone of the term, this will be a mix of multiple choice and short essay questions based on assigned readings and supplemental readings throughout the term. The exam will allow 3 hours to complete and will be open book.

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	
90% to 94%	A	Excellent
85% to 89%	A-	
80% to 84%	B+	
76% to 79%	B	Good
72% to 75%	B-	
68% to 71%	C+	
64% to 67%	C	Satisfactory
60% to 63%	C-	
55% to 59%	D+	
50% to 54%	D	Minimal Pass
0% to 49%	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously. Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Weekly Reading and Assignment Schedule			
Date	Class Topic/Chapter Title	Text chapters	Supplemental materials/ Tutorial Topics
Sept 7 th	The entrepreneur's mindset. Course and Tutorial Overview	Journals/ diaries and hand writing	Review field based learning opportunities http://startupcalgary.ca/events
Sept 9 th	Defining new ventures, finding purpose, and differentiating entrepreneurship from social enterprise Register for https://nexteconomyforum.com/?page_id=1157	Kickul Chp1&2	Watch "Go change the world", #GHIA2016 Key note, Suzanne West https://www.youtube.com/watch?v=y6uekd_LlZ8
Sept 14 th	Ideation and your elevator pitch on how you're going to change the world with Angie Redecopp	Reid Chp 1,2; Kickul chp3	#GHIA2016 business pitch competition, 6 finalists; health innovation as social enterprise https://www.youtube.com/watch?v=oddKmaJ5tvQ Last year's finalists at Lion's Den https://nexteconomyforum.com/?page_id=1008
Sept 14th	Back to Business BBQ (5:30-7:30) 14 Signature Heights S.W.	All students welcome	
Sept 16 th	First dry run – elevator pitches. Group feedback.	Reid Chp16	What are VC's looking for? http://www.shorelineventures.co

			m/sv_process/
Sept 16th	TRICO Social Entrepreneurship Pitch Competition 6-8pm		Bare witness and socialize your own pitch idea with others here. https://www.eventbrite.ca/e/trico-presents-social-entrepreneurship-day-socent-tickets-27140516014 \$25
Sept 21st	Overview, Business Model Canvas & Process with Dr. Randy Poon	Kickul Chp4 BMG – section on Business Model Design Process	
Sept 21 st	Deadline for Lion’s Den pitch competition https://nexteconomyforum.com/?page_id=1157		
Sept 23 rd	Second dry run – elevator pitches. Group feedback Debrief from Banff Venture Forum	Reid, Chp3 thru 8.	
Sept 28-29	No Daytime Classes: Spiritual Emphasis Days		
Sept 28 th	Startup Drinks is a casual gathering held on the last Wednesday of each month where startup founders, funders and enthusiasts come together to exchange ideas, share knowledge, discuss challenges and learn from one another.		http://startupcalgary.ca/event/s/startup-drinks-calgary-3 Optional. Free
Sept 30	Classes will be held via your attendance of the Forum		Participation required
Sept 30 – Oct 1	Soul of the Next Economy Forum https://nexteconomyforum.com/?page_id=1157		Registration for select Ambrose students is free. More information to follow.
Sept 30	Assignment DUE. Participation in Lion’s Den Pitch competition		
Oct 5 th	Lean Start-ups for Social Enterprise	Kickul Chp 4	
Oct 7 th	Business Model Canvas	Kickul Chp 4 BMG section on Design	
Oct 7 th	Interim assignment DUE: draft interview questions, entrepreneur identified and meeting secured		
Oct 11-28	Academic Advising Weeks		
Oct 12 th	Business Model Canvas and creating a ‘plan’	Kickul Chp5 BMG Design	

Oct 14 th	Business Model Canvas and Organizational Structure	Kickul Chp6 BMG Design	
Oct 18 th	Lions' Den short list pitch		
Oct 19 th	Customer Development	BMG Design	Four steps to the Epiphany (intro) Steve Blank, on customer development process https://www.amazon.ca/Four-Steps-Epiphany-Steve-Blank-ebook/dp/B00FLZKNUQ/ref=sr_1_1?s=books&ie=UTF8&qid=1472748021&sr=1-1&keywords=four+steps+to+the+epiphany
Oct 21 st	Customer Development	BMG Design	Four steps to the Epiphany (intro) Steve Blank, on customer development process
Oct 21 st	Assignment DUE: Video interview with an Entrepreneur		
Oct 21 th	Interim Assignment DUE. Portfolio - handwritten diary		Will be returned to you on Oct 26th
Oct 26 th	Venture Financing	Kickul Chp7,	Venture Deals, Feld & Mendelson, chp1&2.
Oct 26 th	Start-up Drinks (see above)/ Start-up YYC		Optional networking
Oct 28 th	Venture Financing With guest speaker Mark Blackwell, TBD	Reid 9, 11, 12	
Nov 2 nd	Pitch deck – group prep	BMG Process	
Nov 4 th	Measuring social impact Social impact investing, with guest speaker Gena Rotstein	Kickul chp8	
Nov 9 th	Pitch deck – group prep	BMG section on Process	Go to an Alberta Registry – obtain paperwork to incorporate
Nov 9 th	Interim assignment DUE. Team pitch deck (draft)		
Nov 10 - 11	No Classes: Mid-Semester Break		
Nov 16 th	Scaling Social Ventures	Kickul Chp9; Reid Chp20	Adapt to adopt Didier Pittet TEDxPlaceDesNations https://www.youtube.com/watch?v=5tgH0uTqqcE

Nov 17 th	Startup Calgary Launch Party – field test your team assignment elevator pitch		http://startupcalgary.ca/launch-party/launchparty2016 \$40
Nov 18 th	Scaling Social Ventures, with guest speaker (TBD)	Impact: Six Patterns to Spread your Social Innovation by Al Etmanski	Download introduction from http://aletmanski.com/books/
Nov 18 th	Assignment DUE, Submit Team Pitch on PPT/ memory stick		
Nov 23 rd	Assignment DUE: Team Project pitches		
Nov 25 th	Assignment DUE: Team Project pitches		
Nov 30 th	Collective Debrief on pitches		
Dec 2 nd	How can religion close the gap between technology and ethics in our businesses, our society, and our world? With guest speaker Ben Synman	<u>Why Business Matters to God.</u>	#BIF2016 26 Burning Questions, review and discuss http://sandbox.businessinnovationfactory.com/articles/ceos-must-create-business-model-innovation-sandbox-6
Dec 7 th	Eco-systems and Rainforests; its about more than markets or factories	Kickul chp12	http://www.therainforestbook.com/pdf/White_paper_UC_La_w.pdf http://businessinnovationfactory.com/projects
Dec 9 th	Assignment DUE in full. Portfolio - handwritten diary		Students wishing to keep their journals can pick them up in the office at beginning of next term.
Dec 9 th	Final exam review		
Dec 17 th	Final Exam, 0900h-1200h in Room A2212		

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.



Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Exam Scheduling

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4)

extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Other electronic devices and accessories (including headphones) apart from those used for class-related purposes should not be used in class. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.